

Transcript for Video Clip 6.1

Teacher/video ID:	Torres, 6.1_mspcp_gr.3.forces_torres_L1_c1-2
Content area:	Forces
STeLLA strategy:	Set the purpose with a focus question or goal statement (SCSL strategy B).
Context:	In this lesson on forces and motion, students share their ideas about what might cause something to start moving.

Video Clip 1a

Time Code	Speaker	Discussion
0:00:03	T	Today's lesson, we're gonna take a look at just one part of that. We're gonna look at what makes something move.
0:00:11	T	So we're gonna just look at part today. We're gonna look at what makes something move.

Video Clip 1b

Time Code	Speaker	Discussion
0:00:19	T	OK, there's wheels on the cart. Hey, everybody's seen a cart kind of like this at some point, right?
0:00:25	SS	Mm-hm.
0:00:26	T	All right. So what are we going to do? How do you guys think that this is going to move? What are your ideas of how can this cart move?
0:00:37	SN	By pushing it.
0:00:38	T	By pushing it. OK. I'm gonna write down some of your ideas. Is that OK?
0:00:43	SS	Yes.
0:00:44	T	I have another piece of paper here, 'cause I think ... I just knew you guys would come up with some great ideas. So I wanna make sure I get all of 'em recorded, so
0:00:52	T	I'm gonna put this piece of paper up here so we can record your wonderful thinking. So I heard ...
0:01:02	SN	By pushing it.
0:01:03	T	You can push it. OK. What do you think?
0:01:09	SN	Wind.
0:01:10	T	Wind can move it.
0:01:12	S	A strong wind.
0:01:14	T	A strong wind. Why do you say a strong wind?
0:01:16	S	Because a small breeze won't be able to make that move all ... with all the stuff [inaudible].
0:01:22	T	OK. So you don't think it would move it 'cause it would, it would ...
0:01:26	S	Be too heavy for just a small breeze.
0:01:29	T	OK. So a strong wind would have to move it because it's too heavy. OK. What do you think, Jayden?

0:01:38	SN	Maybe the wheel will break.
0:01:40	T	You think the wheel will break?
0:01:42	S	And it'll slowly move.
0:01:48	T	The wheel will break, and then it will move. What would ... If the wheel broke, what ... what would happen?
0:02:00	S	It will fall over, but if it's really light, so it can move really forward.
0:02:06	T	If it was really light, it might move forward? Why do you think it might fall over?
0:02:12	S	Maybe, like, there's, like, something sharp, or like, something can't break. And it, like, runs it over.
0:02:21	T	OK. So there was ... is something in the way? OK. So something might get in its way. And then what would cause it to fall then?
0:02:31	S	Like a rock.
0:02:32	T	Like a rock. What do you mean?
0:02:35	S	Like, it can move forward, like really fast, like down, like down a hill, and it'll, like, trip over a rock.
0:02:44	T	OK. And wh- do you know what would cause it to fall down then?
0:02:48	S	Uh.
0:02:56	SN	The pressure.
0:02:57	SN	The pressure.
0:03:00	T	OK. You think pressure. What kind of pressure?
0:03:03	SN	Fast.
0:03:04	SN	Fast.
0:03:05	T	Fast pressure? OK. What are your ideas?
0:03:09	SN	Pull it.
0:03:10	T	You could pull it. OK. OK. What about you, Conner?
0:03:18	SN	You could spin it.
0:03:19	T	You could spin it. What would cause it to spin, Conner?
0:03:24	S	The wheels.
0:03:26	T	Huh?
0:03:26	S	The wheels.
0:03:27	T	The wheels. OK. What direction would it spin?
0:03:31	S	Whichever way you ... you, like, push it.
0:03:33	T	OK. So if you push it one way.
0:03:39	T	It would spin that way.
0:03:40	S/T	Mm-hm. / OK.
0:03:41	SN	Force.
0:03:42	T	Force. Tell me about that.
0:03:44	S	Like when you push it really hard, it goes really fast.
0:03:52	T	Push it hard, it goes fast. Would it keep going forever?
0:03:59	SS/SN	No. / Maybe. It ... it depends where it is. Like on a hill?

0:04:04	T/S	OK. / Like a big hill, it might go.
0:04:10	T	Go ahead, Riley. You can explain it.
0:04:13	S	So when it goes down the hill, it goes fast, and maybe, like, when it hits the ground, like a flat surface, it might still be going
0:04:21	S	till, like, maybe it runs into something. Or it might just stop.
0:04:25	T	OK.